

Name: _____ Date: _____

Teacher: _____ School: _____

Grade 3 Note-Sheet Scoring Chart for Units 1 and 4

Data captured from this assessment are intended to inform instruction. These are not summative tasks and therefore, they should not contribute to grades until writers have opportunities to receive feedback after the baseline is given and revise multiple times. See assessment blueprints for more information and the common procedure to be followed.

Step One: Defining Topics and Creating Research Questions:

W.3.2, W.3.5, W.3.7, W.3.10

___ 4 point response (above standard)

- Writer creates meaningful questions that would enable a deep study of meaningful potential topics and relevant details.

___ 3 point response (at standard)

- Writer creates questions that would enable the identification of various topics and details.

___ 2 point response (below standard)

- Writer creates questions that would enable the identification of various topics and details with substantial support from teachers and peers.

___ 1 point response (significantly below standard)

- Writer attempts to ask questions.

Step Two and Three: Capturing Main Ideas and Supporting Details; Explaining How Details Support Main Ideas

RI.3.2, RI.3.7, W.3.7, W.3.10

___ 4 point response (above standard)

- Writer determines the main ideas underpinning various texts.
- Writer recounts significant key details
- Writer offers a thorough explanation of how details support main ideas.

___ 3 point response (at standard)

- Writer determines the main ideas underpinning various texts.
- Writer recounts several key details
- Writer offers an explanation of how details support main ideas.

___ 2 point response (below standard)

- Writer determines the main idea in at least one text
- Writer recounts key details from this text
- Writer attempts to explain how details support main ideas.

___ 1 point response (significantly below standard)

- Writer attempts to share a fact or detail from one text.
- Writer is beginning to understand the relationship between main ideas and details and makes some reference to this.

Step Four: Sort Evidence into Categories

4 point response-Writer sorts abundant evidence into meaningful and refined categories

3 point response-Writer sorts evidence into categories

2 point response-Writer attempts to sort evidence into categories

1 point response-Writer is beginning to understand how to sort evidence into categories.

TOTAL POINTS POSSIBLE /4

Step Five: Describing what is Learned from Illustrations

(RI.3.7)(W.3.5)(W.3.8)(W.3.10)

___4 point response (above standard)

- Writer uses varied information gained from illustrations to demonstrate a rich understanding of text.
- Writer captures meaningful notes about the information gained from illustrations on note-sheet.

___3 point response (at standard)

- Writer uses information gained from illustrations to demonstrate a thorough understanding of text.
- Writer captures notes about the information gained from illustrations on note-sheet.

___2 point response (below standard)

- Writer uses some information gained from illustrations to demonstrate a basic understanding of the text.
- Writer captures some notes about the information gained from illustrations on note-sheet.

___1 point response (significantly below standard)

- Writer attempts to explain how illustrations inform meaning of text on note-sheet.

TOTAL POINTS POSSIBLE /4

Step Six: Planning and Drafting

*The required rubric for the Units 1 and 4 performance-based assessment may be used for self-evaluation purposes. It should also be used to generate a score for this domain.

Step Seven: Peer Review and Revision (W.3.5)

___4 point response (above standard)

- Writer formulates a clear revision plan in response to feedback provided and supplements feedback from peer review with information from self-evaluation or others as needed (if feedback received was inadequate).
- Revisions to work are significant. The content changes in meaningful ways pre/post.

___3 point response (at standard)

- Writer formulates a revision plan.
- Revisions to work are adequate. The content changes in noticeable ways pre/post.

___2 point response (below standard)

- Writer is beginning to formulate a revision plan.
- Writer has begun to revise work, focusing mostly on surface errors and minor aspects of content.

___1 point response (significantly below standard)

- Writer needs additional support to attend to feedback.
- Writer has edited work and improved conventions. Content remains unchanged.